



# Survey Says!

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Language Arts  
Grades 9-12



## Introduction

Students will analyze feedback from surveys they create and give to their peers. They will then use writing to persuade their peers to make changes to their behavior.

## Learning Objectives

Students will:

- [CCSS.ELA-LITERACY.W.9-10.1](#) - Write arguments to support claims with clear reasons and relevant evidence.

## Materials Needed

- Laptops
- Access to survey making tools (Google forms, Microsoft forms, Survey Monkey)
- [TEDxYouth video "The Economics of Teenager Life"](#)

## Procedure

1. Prior to this lesson show the students the TEDxYouth video "The Economics of Teenager Life." Allow the students to discuss their "aha" moments or key takeaways.
2. Conduct a discussion with the students on the topic "time wasters." Discuss with the students what they think youth their age waste the most time on.
3. Continue the discussion by creating a list of all of the time-wasting things that the students feel consume their time.
4. Conclude the discussion by challenging the class to create a list of the top five time wasters. You may use a tallying system to do this.
5. Once the class has created the list of the top five time wasters, inform them that they will need to create a survey to poll their peers outside of the classroom. The survey will require participants to rank each of the top five time wasters.
6. You may model how to create this type of survey with the students (via Google Forms or other platform) and then have the students create it individually. You may also simply have the students create this type of survey if they have had experience doing this.

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7. After the students have created the survey, encourage them to send the link to at least 10 of their peers (who are not in the class with them).
8. The students should encourage their peers to complete the survey as soon as possible. Because this may take time to collect, you may want to spread this lesson over more than one class period.
9. Once the students have collected the survey results, give them an opportunity to share their results with their peers (in partners or small groups) and then discuss them as a class. They should discuss if the results aligned with their predictions or if there were some surprises.
10. As a final product, have the students to compose persuasive letters that will encourage their peers to make better use of their time. You may differentiate this product by give the students the option to create a brochure, record their own TEDx-type video, or design a presentation to persuade their peers.

## Evaluation

You may want to create a weighted checklist to evaluate the products that the students choose to create. If a checklist is created, it is advised to review the checklist with the students prior to starting the lesson.